

OPERATING MANUAL FOR SPACESHIP ERINDALE



The first year student entering a post secondary institution faces many problems and has the disadvantage in lacking basic survival knowledge to overcome some of these problems.

However, first year students are not the only ones at Erindale who have problems, or who lack information for survival.

Surviving thirteen years of a repressive authoritarian "education" system is no small achievement.

Anyone who can do it should be commended.

Now, you face the challenge of a university, which although the authoritarian structure is often masked, still exists.

People react in different ways to the university. Some drop out, some work their asses off. Some accept whatever is given to them, and some ignore everything and get drunk and chase tail. However, one student has spoken with some resignation: "A good fuck cannot deal, in the long run, with the dehumanizing aspects of Western culture."

This handbook has various functions. To act as a resource for basic survival (life support), to disseminate general information and to stimulate. We have included a number of quotes, papers and articles intended to do just that.

Good reading and good luck at the University of Toronto.

Now that's the very spirit for the venture.

I'm with you straight, we'll draw up an indenture

I'll show you arts and joys, I'll give you more

Than any mortal eye has seen before.

Goethe

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LIFE SUPPORT:

FOOD ! ACCOMODATION ! HEALTH ! COSTS ! LAWS

FOOD

One of the prime considerations in life support is nourishment. It can seem fairly difficult at Erindale.

Canteen of Canada have, more or less, a monopoly on food services, that is the vending machines, and the cafeteria. Mechanized nutrition is all that is available in the main building.

The food served is typically institutional; bland, reasonably inexpensive and in average portions. Stan Wardle considers natural food people to be nuts. Natural food people consider the cafeteria a low point in nutrition. It's not Stan's fault really, he's only following orders.

Local shopping areas offer anything from the typical Becker's selections to specialized stores (see lists in appendix). Don't forget that this is farm country. Fresh food can be purchased direct from the producer, such as Mr. O'Neill, the farmer found just North of the entrance road.

So how does one survive? If you can't abide the food services, bring your own food. Make use of the micro-wave ovens and Colman House. Why not barbeque in the good weather? Start your own food service. Innis College has a student-run snack bar.

Note: In the spring of '72 the administrative offices circulated questionnaires con-



cerning the food service. People responded fairly swiftly. The results of the survey have not been released. Rumour has it that the replies are of an embarrassing nature.

Being a survivor from way back I feel I have sufficient experience to put forth a small guide on this topic.

By far the most economical way to eat at school is to bring your own lunch. The draw-back to this system is lack of variety — a sandwich is a sandwich — just a slice of meat between two pieces of bread. Furthermore you have to leave your lunch lying around for several hours from when you come in until it's lunchtime. Temperatures in the locker areas can sometimes reach 80°F.-plus, drying the bread out in no time. The food is also affected by other factors. If you have a phys.ed type for a locker partner your food soon becomes garnished with the essence of sweat sock and horse liniment.

After a month of dry sandwiches you may look to cafeteria food for a change. I would honestly have to say that the food there is edible if not palatable. The only thing to beware of though is Stan's chile. AVOID THIS AT ALL TIMES! Vegetables are fifty-fifty tastewise, potatoes are lumpy, chips with gravy are most popular due to low cost for a filling meal, soup a good bet, yoghurt, salads, pies etc. O.K., sandwiches no. Coffee is a rip-off for .15c. Just grab a teapot, dump out the teabag (or save it!) and fill up with coffee. You get two cups in one of these for only ten cents! Cafeteria food is the most expensive food however and the price goes up every year. Last year the main course ranged from forty cents to fifty-five cents. This year it's from sixty to seventy-five cents.

The third way to eat is through the machines. Although Canteen of Canada runs both the machines and Stan's cafeteria, at least at sometime during the day the cafeteria food has been brought to temperatures high enough to kill off any of the lurking creatures who are looking for a nice body to move into. Machine food could have been in there for a week!

Be critical of what you're going to get. Watch for what the oldtimers buy, they know man! Once you've settled on something you like, stick with it, your body will soon build up a resistance and you'll be find for your three or four year stay.

Another thing to watch out for is the combination of what you take. Last year our buddy Steve had a meat pie closely followed by a hamburger and washed down with Pepsi, all from the machines. We carried him home an hour later (true story!). We figure the beef stew is about the best meal,

although the meat is kind of tough. Soups again are high on the list. For hamburgers or other meats which must be warmed-up, make sure you press the button next below to the one that they tell you. That is so that it cooks a bit longer.

Whatever you eat, you will want to wash it down with something. Soft drinks are cheap and O.K. except that they give you gas and you can also get hooked on them. The hot drink machine is also vital to the system especially for constipation problems. Last year when we would come in in the mornings we would have a coffee or hot chocolate before sitting down to a hard day at the card table. This is how we'd figure it: if we had a nine o'clock class, we'd take the hot chocolate which gave us instant relief. If we had a half hour to spare, coffee would do just fine. (No man has yet dared to press the soup button!) A more subtle remedy is a chocolate bar washed down with Pepsi. This was a favourite choice for the mid-afternoon and it would clean you out just fine in a couple of hours. (Also try Stan's prunes — let us know the results!)

In the cold winter months, before facing the walk between buildings you might feel the need for a wee snort. Usually it's wise to keep a stock of Captain Morgan's finest in your locker. Then just get a coke from the machine, drink half and warm it up at your locker. It's quite safe as no one ever goes snooping around the lockers. If you're just a social drinker the best thing to do is start a club such as for instance, "The Toike Oike Appraisal Association," and get an office to have your blowouts in. Then you can also hit SAGE, you're bound to get at least a hundred bucks which you can use to start off the beer fund with!

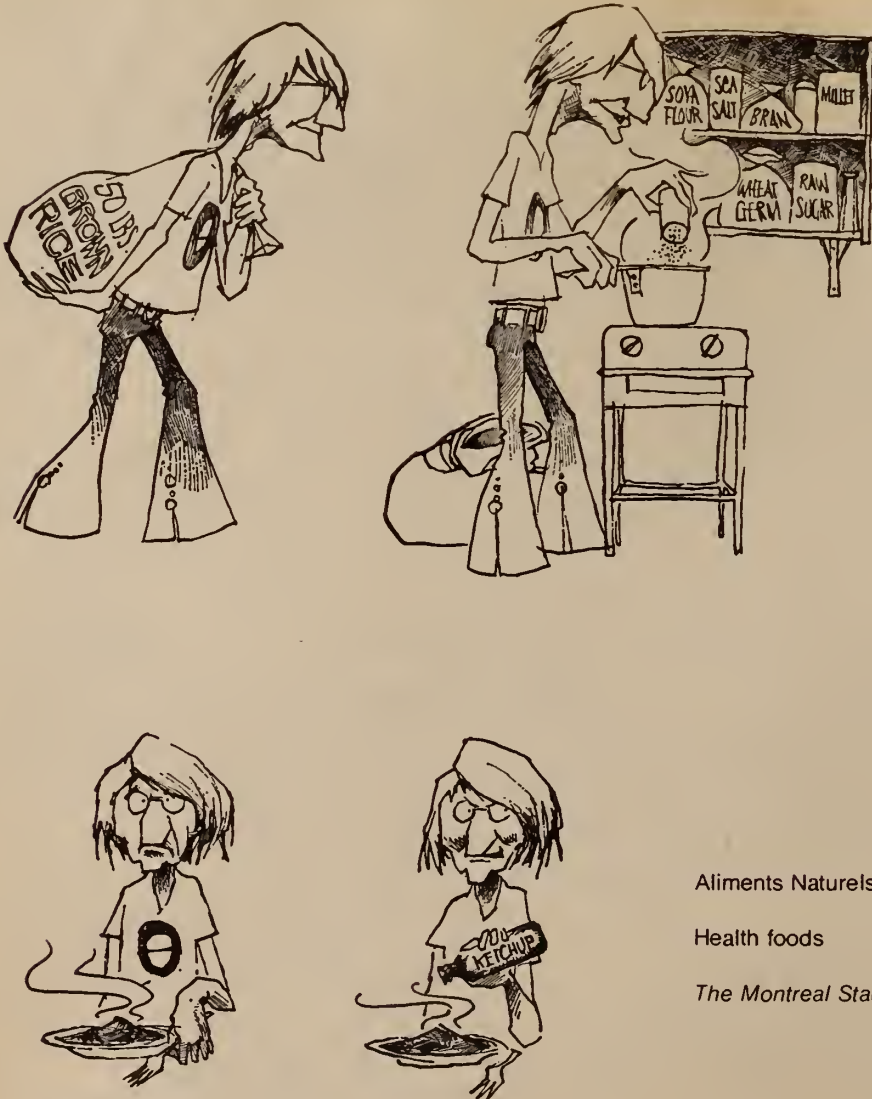
If you do get a room of your own you may be tempted to try cooking your own grub. We tried this but the only result was food just as bad with the added headache of cleaning up the mess before the rats got too big!

For those who stick around after hours, call Gio's for a pizza, or if you're in a fun mood, send out for Chinese food — it's hilarious trying to explain to them how to get to the College.

The "Erindale College on Five and Ten Cents a Day" series is brought to you by Guinness Stout, noted connoisseur, epicure, and rable-rouser.

Next week: Chapter Four: "On Things to Watch out For in the Choice of Toilet Facilities."

Guinness Stout



ASLIN 71.

ACCOMMODATION -

At present there is limited residential space for students on Erindale Campus. However accommodation for 250-300 students should be available in 1973. The Erindale College Housing Association provides the present housing which consists of five furnished houses for approximately 40 students. The houses have cooking facilities for those who wish to do their own cooking. The cost of this accommodation is \$475.00, not including meals or laundry.

Another form of accommodation for Erindale College students is living in homes in the Mississauga area, short distances from Erindale College. The cost of this housing varies according to the facilities offered. An approximation would be \$15.00 a week for a room and \$20.00 for room and board.

A further consideration here is transportation as the Erindale College bus covers part of the area only (see Erindale College Bus Routes). However, the Mississauga Transit also travels as far as Highway No. 5 and Mississauga Road (see M.T. bus route).

A listing of families with accommodation to offer is available at the Housing Enquiry Office, Room 266, the Preliminary Building, Erindale College.

"All residence units will be completed and ready for handing over to the University no later than August 1, 1973."

—That is a quote from a Residence document written jointly by the University of Toronto and the Ontario Student Housing Corporation, which will be published and read by all developers interested in constructing housing accommodation on the Erindale Campus. This "proposal-call" document outlines for the developer what type of residences we want at Erindale. The developers will then submit designs and plans to the College, following the requirements in the document. The University will then choose the plan most acceptable, notify that developer, and award him with a contract.

The most vital aspects of the document which will interest all students hoping to move into the new residences:

There will be accommodations for 250 students. The basic design could be loosely defined as a town-house, although different designs may be submitted by the developers. In any event, 4 or 6 students will constitute a residence unit. Such a unit will have single and double study-bedrooms (no unit will be all doubles). Also in the units will be complete bathroom facilities, plus a fully equipped kitchen-dining-living room area. In other words, this concept in residences offers its inhabitants a living situation quite different to the traditional dormitory set-up. In effect, students moving into these residences will be moving into their own small home.

These home residences allow for the students to establish a comfortable life style that will function compatibly with their academic pursuits. Some believe that studying conditions will be far superior in these residences than in the typical dormitory.

As for rent, it is hoped that the cost for the student will be as low as \$75 month, possibly less.

For those students now living in apartments or in other student residences, this price will appear attractive, for it includes all utilities.

The proposed site for these accommodations is the area where we currently have three small residence homes, by the North Entrance road. Hopefully, by the construction will have already begun.

HEALTH SERVICE

Erindale enjoys the University Health service which offers a partial but reasonably comprehensive medical service for those on campus. This service boasts a full time secretary (Mrs. Hill) and two Registered Nurses (Mrs. Degutis, and Mrs. Andrews), one of whom is always ready to mend your ills. In addition there is always a fully qualified doctor in attendance (either Dr. Davis, Dr. Davies, or Dr. Wardle) from 10.00 a.m. to 12.00 a.m. every day should more serious mishaps occur.

Should your injured health be of a mental nature, and you find your professor persecuting you, then Dr. Tisdall and his new associate are there to provide psychiatric assistance on a strictly confidential basis.

The Health service will also provide the required medical check-up should you become involved in organized athletics, the chest X-rays (2 & 3rd Oct, Mon & Tues.) and vaccinations destined for all new students, and an out-patient clinic type of service to be operational throughout the academic year providing both treatment and advice.

In addition, an infirmary service (October 1st to May 15th) for treatment of minor illnesses will be available as will extensive treatment and care of athletic injuries.

Those involved in the Health Service wish to point out that all Health service consultations, medical and psychiatric are strictly confidential, and save for serums used, entirely free.

UNIVERSITY

— what it can cost you, the student.

The experience of enrolment in the University of Toronto is alleged to be educating. Some individuals find that education however, once the hurdle of admission requirements has been negotiated, can be an expensive exercise. Can one equate money with education? Only you can decide this. It is a highly personal situation, as is the cost of a year's education at Erindale College — University of Toronto.

There are three methods to acquire the needed funds. A summer job between the months of May and September, if you can get one or are willing to work, can bring in about \$1000 to \$1500. Another method is the Ontario Students Awards Programme, if a means test can be passed by filling out a questionnaire and waiting for a sometimes variable length of time (2 to 6 months).

Figures which have come to my attention range between \$250 and \$2500. The format is that of loan and grant, the loan to be repaid. The third method, if you have well-to-do parents, might be called the gift method. That is your parents give you the amount on the basis of eventual repayment or non-repayment.

Minimum	Maximum
Tuition	
\$618	\$618
Housing	
\$13.50/wk	\$30.00
\$325/school year	\$1000
Food	
\$10.00/wk.	\$30.00
\$260.00/year	\$780.00
Books	
Arts \$60	\$120
Sci. \$120	\$200
Transportation	
thumb (gloved in winter)	TTC \$1.00/day
— possible \$30.00	\$130/year
Miscellaneous	
— duplicating, films, pens, paper, pub, beer, smoking, drinking — very personal and not definite	
Total:	
Arts \$1293	Arts \$2646
Sci. \$1353	Sci. \$2746
Univer\$ity, a costly game?	

Is it worth it?
by Paul Fairgrieve, esq.

Auto-portrait
Self-portrait
The Montreal Star

...YOU KNOW WHAT I MEAN?
GARBAGE IN THE WATER
GARBAGE IN THE AIR
GARBAGE IN OUR FOOD
GARBAGE IN THE GOVERNMENT!

SO MAYBE TEN OR TWELVE OF
US COULD GET OURSELVES
TOGETHER & BUY SOME LAND
WAY UP NORTH. JUST THINK
WHAT WE COULD...



LAWS - THE ONES YOU WILL PROBABLY BREAK

G. DRUGS

(a) Marijuana, synthetic marijuana, hashish, opium, cocaine and heroin are now classed as narcotics under the federal Narcotic Control Act. Maximum penalties are as follows:

1. Possession of a narcotic
 - if summary, \$1,000 and or 6 months in gaol.
 - if indictable, 7 years.

First offenders will usually be tried summarily, rather than by indictment. The decision whether an offence is summary or indictable rests with the Crown.

2. Trafficking in a narcotic or possession for the purpose of trafficking — life imprisonment.

If you import or export a narcotic the minimum penalty (which cannot be suspended) for a first offence is 7 years in gaol, and the maximum is life imprisonment.

The cultivation of marijuana is prohibited. "Growing your own" is an indictable offence punishable by up to 7 years imprisonment.

First offenders who are convicted of possession of a small amount of marijuana in most parts of the country are no longer necessarily sent to gaol. In large cities fines and suspended sentences are the rule rather than the exception in most courts. Whether or not this will happen depends upon the character and background of the accused person, the amount of the substance involved and the circumstances. For example, if you smoke marijuana in the presence of a young child you can expect to run a substantial risk of a goal term.

(b) LSD, DMT, DET, STP, MDA and LBJ are at present "restricted" drugs listed in Schedule "J" of the Food and Drugs Act. Maximum penalties are as follows:

1. Possession of a restricted drug
 - if summary, \$1,000 and or 6 months in gaol.
 - if indictable, \$5,000 and or 3 years in gaol.
2. Trafficking in a restricted drug or possession for the purpose of trafficking
 - if summary, 18 months in gaol.
 - if indictable, 10 years in gaol.

First offenders convicted of possessing small amounts of any of these substances can usually expect the same kind of result as for possession of marijuana in the large cities. In small towns and rural areas, harsher views of these substances are sometimes taken by the courts.

(c) Amphetamines (methadrine, purludin) and other substances are governed by Schedule "G" of the Food and Drugs Act. The penalty for trafficking in these substances may be as much as 10 years in gaol.

Nevertheless, you may legally possess or use these substances and you can probably give them away; but if the quantity involved is sufficiently large, the court may draw the conclusion that you intended to sell it.

At present, there are no criminal laws specifically regulating mescaline and many other substances in popular use. Nevertheless, it may be illegal to see such substances under a little-use section of the Food and Drugs Act. There are no reported prosecutions.

The law with regards to drugs is changing very rapidly. You can expect that, as new drugs become used more frequently, the government will act to make them illegal. The whole situation with regard to drugs and narcotics is currently under examination at the federal level; unfortunately the royal commission (the "Ledain Commission") which is studying the question of narcotics and drugs does not seem to be taken too seriously in Ottawa. Nevertheless, their reports make for intelligent reading, and can be recommended.

(d) Freak-outs can be handled safely and easily. Most freak-outs need a guide, some quiet, and a situation in which they feel safe and secure.

Nevertheless, some freak-outs ought to go to the hospital. Some hospitals are more experienced than others in handling freak-outs. In Toronto we can especially recommend the Queen Street Mental Health Centre at 999 Queen Street West. They will need some information about you to help you properly. You admit yourself voluntarily as you would with any other hospital.

Do not try to lay a down on a freak-out by yourself. There are special kinds of downs to use, depending on what you've freaked out on and what your physical condition might be. Chlorpromazine, which is usually quite effective for LSD, often just freaks someone on STP more than he already is and may be extremely dangerous.

LIQUOR OFFENCES

There are many minor liquor offences. Among these are the offences of being drunk in a public place, having liquor in a place other than a residence, permitting drunkenness in your premises or giving liquor to a drunk person and possessing or consuming liquor while under the age of 18. In addition, if you are present when one of these offences is being committed, you may be "found-in" and guilty of a separate offence under the Liquor Control Act.

DRUNKENNESS

It is an offence under the Liquor Control Act to be found in an intoxicated condition in a public place. "Public place" means a place, building or convenience to which the public has, or is permitted to have, access, and includes any highway, street, lane, park or place of public resort or amusement. Yes, this includes football stadiums.

The penalty upon first conviction is a fine of not more than 50 percent or, if you do not have the money, time in gaol. If there have been two previous convictions in the previous twelve months, the maximum penalty is escalated to 30 days in gaol with no alternative of a fine.

F.7..Searches (Ont.)

A police officer may without warrant search any car in which he has reasonable grounds to believe that liquor is unlawfully kept, and he may search any person found in such a car. The key words here are "reasonable grounds." You need not submit to an arbitrary search but it is hard to determine what are "reasonable grounds."

To search a residence, building or place, a police officer must have a search warrant and before you allow him into your residence you should demand to see the warrant and read it carefully, checking to see that it refers to your address and is for the present day. If a police officer asks to come into your residence and you permit him to enter you may not be able to complain at a later date that he did not have a warrant. A police officer with a warrant under the Liquor Control Act is entitled to search the persons found in the place described in the warrant. (See section B.4 and B.5.)

F.5..Powers of Arrest (Ont.)

A police officer may arrest without warrant any person whom he finds committing a liquor offence.

1. Vagrancy (A)

In order to commit vagrancy you must fulfill all three of: (1) be wandering abroad or trespassing; (2) have no apparent means of support; and (3) fail, when required, to justify your presence in the place where you were found.

Let's examine these.

(1) "Wandering abroad" means, first, to be found in a public place. No one is quite sure what "wandering abroad" seems to imply that no law-abiding person in Canada can ever be caught doing "nothing." You must be doing "something": such as, "looking for my girlfriend," or "going to buy some cigarettes."

"Trespassing" means being on someone else's property — their patio, or front lawn. You may not be able to tell the difference between private and public property. Let your lawyer argue about that one.

(2) "Apparent means of support" is quite vague too. If you own a car, or motorcycle, have a decent amount of money that you gained lawfully, rent a room (preferably with rent receipts), live with or are supported by your parents, or have a job or a part-time job (even if it's only selling newspapers on the street), you may be the possessor of "apparent means of support." All these things are evidence that may tend to show you have "apparent means of support." You may wish to tell the officer about them, and then again you may not.

(3) "Justify your presence" means that if an officer asks you what you are doing, you must tell him. Few people are really "wandering": simply tell him what you are doing.

If you consider that just from your appearance and where you are found the officer has no grounds for thinking that you have no apparent means of support, you may of course refuse to justify your presence. This is a decision that you will have to make. (good luck!)

This is one of the three exceptions to the rule that you never have to answer a police officer's questions. (see section B.1)

2. Vagrancy (B) is panhandling.

Vagrancy (B) is panhandling, begging on the street. Convictions are usually obtained because it's a very simple offence to prove.

And you can make more money by selling newspapers.

CAMPUS
LEGAL

928-6447

44 ST. GEORGE ST. ROOMS 21 and 26

ASSISTANCE CENTRE

CONSIDERING THE 'SERIOUSNESS' OF THE MARIJUANA SITUATION, MR. SPEAKER, THE GOVERNMENT RECOMMENDS THAT, IN FUTURE, THE HONORABLE MEMBERS REFRAIN FROM LEAVING 'ROACHES' ON THE CHAMBER FLOOR.



ASLIN 70



THE HEADHUNTER

K.3. Venereal Diseases (Ont.)

You have an obligation, if you become aware or suspect that you have syphilis, gonorrhea or chancroid, to see a doctor at once and get treated, or to apply to the medical officer of health in the place where you live. Further, you have an obligation not to expose other people to any danger of infection, and to take and continue treatment for the infection.

Where a magistrate finds that a person is infected with a venereal disease and goes on exposing other people to the danger of infection, or neglects treatment, he may order that person gaoled for up to a year.

Where the medical officer of health has reasonable grounds for believing that a person is infected with venereal disease or has been exposed to infection, he may direct such a person to report to a physician. Anyone who fails to do so without reasonable excuse, the proof of which is upon him, is guilty of an offence and liable to imprisonment for a term of not less than 7 days and not more than 12 months. You may be required to produce, from time to time, evidence satisfactory to a medical officer of health that you are undergoing adequate medical treatment for the infection.

The Venereal Diseases Prevention Act provides for secrecy, and no one need receive publicity of any kind because he or she has applied for treatment for venereal disease.

Free clinics have been set up for the treatment of venereal disease at many hospitals in each city. These clinics are widely used, and the physicians who staff them maintain the secrecy required by law.

For further information consult *VD: The People-to-People Diseases*, published by House of Anansi Press Ltd.



SO REMEMBER
FUTURE
FROSH.
"FREEDOM IS THE
RIGHT TO AGREE
WITH THE COPS."
GOOD LUCK

K.6. Hitchhiking (Ont.)

In Ontario, hitchhiking is neither completely legal nor completely illegal. The Highway Traffic Act provides that no one shall solicit a ride from the driver of a motor vehicle (other than a public passenger conveyance) if the hitchhiker is standing on the roadway. The roadway is not all the road, but only that part which is ordinarily used for vehicular traffic; it does not include the shoulder of the road.

Accordingly, you may hitchhike in Ontario provided you stand on the shoulder, the side of the road or the sidewalk.

Some cities have passed regulations and by-laws which, for their municipal territory, enact that hitchhiking is completely prohibited. Different cities have different by-laws in this regard. Ask around.

The following are some of the heavily-travelled stretches of highway off limits to hitchhikers in Ontario:

The Queen Elizabeth Way from Toronto to Lake Rd. in Hamilton and from Martindale Rd. to No. 403 (Township of Niagara).

No. 27—from Lakeshore to 401

No. 400—from Jane St. to Penetanguishene Rd.

No. 401—from Nos. 35 and 115 to No. 10

No. 403

No. 405

No. 406

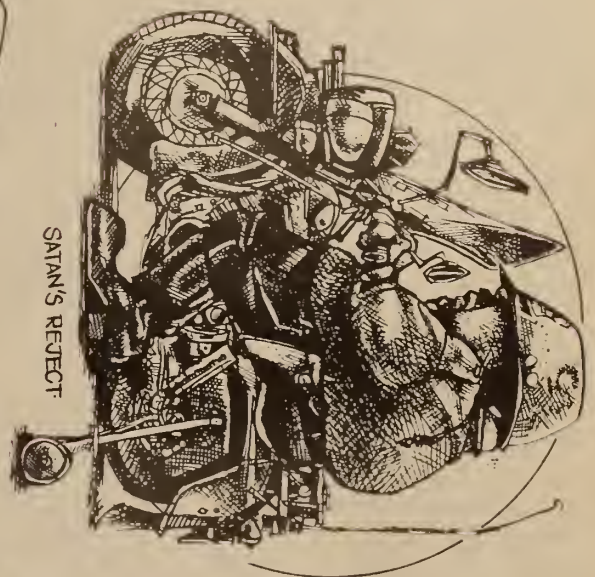
No. 7—from Victoria St. to King St.

Nos. 7 and 8—King St. to Fischer Rd.

No. 17—Moodie Dr. to Montreal Rd.

No. 402—No. 7 to Mora St. (in Point Edward)

Airport Expressway—401 to Dixon Rd.



EDUCATION:

LIBRARY, COMPUTERS, AUDIO-VISUAL
WHAT THERE IS AND HOW TO GET IT

LIBRARY SERVICES

The Erindale College Library collection numbers about 100,000 in its storage stacks and in its location on the Main floor of the Preliminary building. This valuable resource is not restricted to bound volumes but also includes periodicals, film strips, cassettes, clippings and other materials. In addition to this collection, students and faculty have access to the more than two million volumes of the University of Toronto Library on the St. George Campus. However first year students are restricted from entering the stacks on the St. George campus.

The Erindale library stacks, to which all users have access, contains the circulating collection. Reference books and current Periodicals are located in other parts of the Library and have varying degrees of circulation. Books having short loan periods, because of the great demand, are shelved behind the circulation desk on the shelves for Reading List Reserves.

This Library primarily

provides materials required for Arts and Science undergraduates in both the Day and Extension programs. To borrow material from the library students and staff must use their admit to Lectures card. Available also are limited numbers of books that are essential to the Erindale College staff for their own teaching and research, but for the most part, coverage in these areas is provided by the Main Library of the University of Toronto.

In addition, the College Library provides study space in the form of a number of study carrels equipped with audio-tape equipment, and these are available during all hours of service.

All books and periodicals may be removed from the shelves and used in the study areas of the Library without being charged out. Students are requested not to reshelve books used within the library, but to leave them in the carrels or on one of the book trucks.

While students may borrow books from the various departmental libraries of the University of Toronto only if they go in person, a delivery service exists to secure material from the Mail Library under certain conditions. Conversely, books borrowed in person from the Main Campus by students and professors will be returned for them if they leave them at the Erindale Library Circulation Desk. The time and date returned will be noted, and any fines owing will be imposed in the usual way by the Main Library.

For further information regarding the Erindale College Library, refer to the extensive 'Handbook of the Library' that is distributed, free of charge, at the Library circulation desk.

Library Telephones: College Librarian (Mr. H.L. Smith) 828-5235, Circulation Desk 828-5236, Reference Department 828-5237.

Hours of Public Service:
Monday - Thursday 9 a.m. - 10 p.m., Friday 9 a.m. - 5 p.m., Saturday 10 a.m. - 5 p.m.

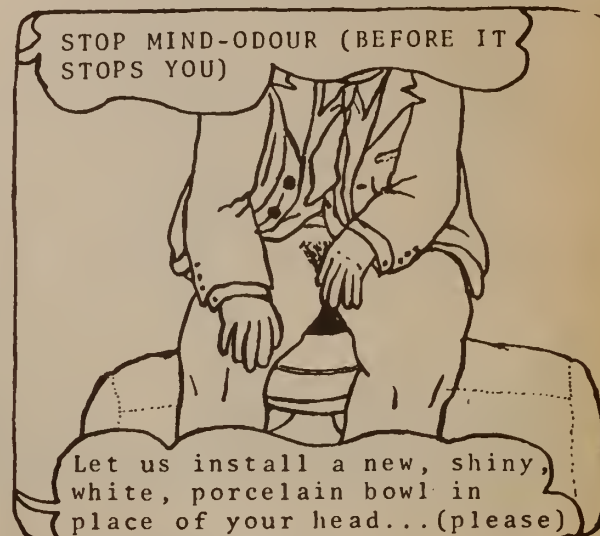
The principal goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done — men who are creative, inventive and discoverers.

Jean Piaget
Psychologist.

"It would be a mistake to assume that the present day educational system is unchanging. On the contrary, it is undergoing rapid change. But much of this change is no more than an attempt to refine the existing machinery, making it ever more efficient in pursuit of obsolete goals."

"Education must shift in the future tense."

Alvin Toffler — Future Shock



AUDIO & VISUAL AIDS TO LEARNING

Perspectives in Education are continually changing to suit the interests of the students and community. Perhaps the most recent expanding perspective is in the area of Audio and Visual aids.

Through the use of these aids we can project and communicate our ideas in ways other than the traditional literary forms. Audio-Visual use is becoming increasingly popular as students wish to explore the different media.

At Erindale, Audio-Visual aids are constantly being used to facilitate creativity.

The college is equipped with various hardware, for student use. Equipment which includes video tape, movie cameras, projectors, tape recorders, cassettes, cameras and phonographs, is available from Room 2047 of the Main Building.

Mr. "Fast Eddie" Miranda loans this equipment to students when a requisition

form has been authorized by a professor. For advice and help in movie making and editing etc., Mr. Noel Moore, film maker in residence is available.

Room 4001 is the workroom for editing and taping in the Main building.

One more valuable aid for students is the Computer input-output control room. Students are encouraged to make use of this equipment in their studies. In relation of language to the

Audio-Visual facilities, there is the Learning Lab in the Preliminary Building.

Tape programmes are included in many language courses to facilitate language skills. Mr. Les Alexander is the man to contact for specific information. Mr. Alexander is also available for consultation concerning the Learning Resources Centre which has carrels for students, WANG calculators and cassettes.

There are several activities in the college which relate to

Audio-Visual use and they are open to interested students. They are the photography club, Cineclub Erindale, and Radio Erindale.

Students are encouraged to explore the area of Audio-Visual aids in relation to their education.

Wolfgang Arnold Rm. 243, T.V. Studios, 828-5342; E. Miranda, Rm 2047, 828-5728; Noel Moore, Rm. 228, 828-5280 and Les Alexander, Rm. 163, Learning Labs, 828-5346.

COMPUTER FACILITIES

Computers have successfully been used in non-academic areas at Erindale. They are, after all, a tool. Albeit a complex tool.

Course evaluations by students have for sometime been compiled using computer programmes. Radio Erindale has in the past utilized the facilities in cataloguing and

listing software in the R.E. Library.

At Erindale the computer is centred on a 360 20 linked into a 370 165 capable of handling seven different computer languages.

There are interactived computer terminals with four languages.

The computer office in 2039 in the Main building has a

limited library for reference purposes. One may also get program advising from the staff in the Computer Offices.

A potentially major use of the computer is computer-assisted learning project. There is presently CAL in a number of areas. For precise and detailed information, speak to the people in 2039.



IDEAS

Why are people at Erindale? A good number have come to the western campus of the University for the usual reasons. To appease parental pressure, to chase a bit of tail, or else consider attendance at University much more appealing than work.

However, a number of people are at Erindale in order to fulfill their personal educational goals and continue to enjoy the learning experience.

It is unfortunate that the people in the latter category are less likely to achieve their goals than their fellows who are here for a different reason.

Surviving thirteen years of a repressive, authoritarian educational system is no small accomplishment. Now you are attending University and you may have been told that post secondary institutions offer

extensive freedom and range in educational opportunities.

Some people manage to live with this illusion for three or four years. Some cannot. University is basically the close continuation of the secondary and even elementary school teaching-learning situation. A situation based upon master-apprentice roles in which the student has little if any control on his educational environment, the people who teach, or the material concerned.

Erindale is no different. Perhaps the atmosphere is more relaxed, the classes smaller (PSY 100 sections are small compared to those on the St. George campus.).

The trappings may be different than those in high school. You can smoke in class, address your prof. by his first

name or maybe even eat lunch with him! Wow.

If you are dissatisfied with the course, talk to the professor, suggest alternate evaluation methods, topics to be covered, methods of approach. No one possesses the complete knowledge of the world, or a discipline.

If you have problems with the professor of the department contact your course union or the Arts and Science Union who will give you help.

Students are not powerless. The creation of course evaluations achieved what was considered impossible years ago, forcing the University to recognize teaching as a priority over research.

Students can initiate their own courses. CMM 320, a full credit course, unfortunately not listed in this years calendar, was created by

students with the co-operation of some faculty members.

SAGE has decided to organize non-credit courses in relevant topics.

Listed in the St. George Calendar are a number of courses on a wide range of topics which may interest you. Problems in University Government, understanding Quebec, or the role of women in society.

Innis College courses are also listed in the calendar.

The educational environment at Erindale has changed slowly over the past five years. Resistance to change has come from all segments of the community. The structures exist to correct the faults of the system at Erindale and students have a definite place in these structures.

UNIVERSITY

IS . . .

waiting for an hour

for the computer

to do the calculations

in microseconds

A YOUNG PERSON'S GUIDE TO THE GRADING SYSTEM

:Jerry Farber

There's no question that the grading system is effective in training people to do what they're told. The question is: what does it do for learning?

Grades focus our attention. But on what? On the test. Academic success, as everyone knows, is something that we measure not in knowledge but in grade points. What we get on the final is all-important; what we retain after the final is irrelevant. Grades don't make us want to enrich our minds; they make us want to please our teachers (or at least put them on). Grades are a game. When the term is over, you shuffle the deck and begin a new round. Who reads his textbooks after the grades are in? What's the point? It doesn't go on your score.

Oddly enough, many of us understand all of this and yet remain convinced that we need to be graded in order to learn. When we get to college, twelve years of slave work have very likely convinced us that learning is dull, plodding and unpalatable. We may think we need to be graded: we assume that without the grades we'd never go through all that misery voluntarily. But, in fact, we've been had. We've been prodded with phony motivations so long that we've become insensitive to the true ones. We're like those sleeping pill addicts who have reached the point where they need strong artificial inducement to do what comes naturally. We're grade junkies — convinced that we'd never learn without the A's and F's to keep us going. Grades have prevented us from growing up. No matter how old a person is — when he attends school, he's still a child, tempted with lollipops and threatened with spankings.

Learning happens when you want to know. Ask yourself: did you need grades to learn how to drive? To learn how to talk? To learn how to play chess — or play the guitar — or dance — or find your way around a new city? Yet these are things we do very well — much better than we handle that French or Spanish that we were graded on for years in high school. Some of us, though, are certain that, while we might learn to drive or play chess without grades, we still need them to force us to learn the things we don't really want to learn — math, for instance. But is that really true? If for any reason you really want or need some math — say, algebra — you can learn it without being graded. And if you don't want it and don't need it, you'll probably never get it straight, grades or not. Just because you pass a subject doesn't mean you've learned it. How much time did you spend on algebra and geometry in high school? Two years? How much do you remember? Or what about grammar? How much did all those years of force-fed grammar do for you? You learn to talk (without being graded) from the people around you, not from gerunds and modifiers. As for writing — if you ever do learn to write well, you can bet your sweet ass it won't be predicate nominatives that teach you. Perhaps those subjects that we would never study without being graded are the very subjects that we lose hold of as soon as the last test is over.

Still, some of us maintain that we need grades to give us self-discipline. But do you want to see real self-discipline? Look at some kid working on his car all weekend long. His parents even have to drag him

in for dinner. And yet, if that kid had been compelled to work on cars all his life and had been continually graded on it, then he'd swear up and down that he needed those grades to give him self-discipline.

It is only recently — and out of school — that I have begun to understand self-discipline in writing. It grows out of freedom, not out of coercion. Self-discipline isn't staying up all night to finish a term paper; that's slave work. Self-discipline is revising one paragraph fanatically for weeks — for no other reason than that you yourself aren't happy with it. Self-discipline is following a problem through tedious, repetitive laboratory experiments, because there's no other way of finding out what you want to know. Or it can be surfing all day long every single day for an entire summer until you are good at it. Self-discipline is nothing more than a certain way of pleasing yourself, and it is the last thing anyone is likely to learn for a grade.

Coercion inside school probably leads many of us to develop our self-discipline in areas untouched by the classroom. Who knows? If movie-going, dancing and surfing were the only required subjects, there might well be a poetic renaissance. I suspect that most kids fool around with writing on their own at some point, diaries, poetry, whater, but this interest rarely survives school. When you learn that writing is intellectual slave work, it's all over.

Do you think you're a lazy student? No wonder! Slaves are almost always lazy.

Suppose I go to college; I want to be a chemist or a high school teacher or an accountant. Are grades really my only reason for learning the

field? Is getting graded going to turn me on to my subject? Or is it more likely to turn me off? How sad it is. History is so engrossing. Literature is so beautiful. And school is likely to turn them dull or even ugly. Can you imagine what would happen if they graded you on sex? The race would die out.

Wouldn't it be great to be free to learn? Without penalties and treats, without having to play childish competitive games for gold and silver stars? Can you even imagine what the freedom to learn might be like?

Perhaps this kind of freedom sounds attractive to you but you're convinced that it isn't suited to our society. Even if the grading system can be shown to work against learning, you may assume that grades are still necessary to evaluate people for various kinds of work.

But the thing about it. Do you really believe that the best way to determine someone's qualifications is to gram him A, B, C, D, F, — week by week, day by day, in everything he studies for sixteen years of school. Is this monstrous rigmarole honestly necessary in order to determine who gets which jobs?

There are far better ways to determine a person's qualifications. Many fields already do their won screening by examination; the bar exam is one instance. In some areas — journalism for example, supervised on-the-job experience would probably be the most effective screening and qualifying technique. Other fields might call for a combination of methods. Engineers, for example, could be qualified through apprenticeship plus a demonstration of reasonable competency on exams at various levels — exams on which they would, of course, get an unlimited number of tries.

In a great many fields, no screening technique is necessary at all. Countless employers, public and private, require a college degree for no really good reason, simply because it enables their personnel departments to avoid making any meaningful individual evaluation and because it indicates some degree of standardization. There is no reason why a person should be forced to spend four years of his life in college just to get a decent job and discover that he would have been much better off working in the field itself for four years and pursuing his own learning interests on a less rigid and formal basis.

Still it might be argued that eliminating grades entirely would require too sudden a shift in our society. I would maintain that the sudden shift is desirable. In any case, though, society is not likely to face the simultaneous abandonment of grading by every school in the country. Furthermore, on a campus where there is enormous resistance to abolishing grades, one could put forth a fairly good half-way compromise — The Credit system — which is, from my point of view, worth trying even though it falls short of what should be the goal: no grades at all.

Under this system, some courses could be made totally

free of grading: basic algebra, say, or drawing or poetry writing. The rest would be on a Credit basis. If you meet the minimum requirements for a course, you get credit for it. No A's or C's or silver stars. Just credit. And if you don't meet the requirements, nothing happens. You don't lose anything or get penalized. You just don't get credit for that course. This is NOT a Pass-Fail system. Pass-Fail is a drag: if you don't pass a course, you get hurt. Under a Credit system you simply either get credit or you don't. All that your record shows is the courses you've earned credit for (not the ones you've attempted). And when you get credit for enough courses, you can get some kind of certification or credential, if you want one, according to the number and type of courses you've taken. And there should be not just a few assembly-line four-year degrees: AB, BS, and so on: there should be scores of more meaningful and varied certifications and degrees. Maybe there should be none at all, just a list of the courses which you have credit.

What's wrong with that? College becomes something more like a place for learning and growth, not fear and anxiety. It becomes a learning area, not a gladiatorial arena where you're pitted in daily battles against your fellow students. In elementary and secondary schools, of course, there is even weaker pretext for grading and even more to be gained by its abolishment.

And we mustn't be too quick to assume that abolishing grades and F's would make colleges still more overcrowded. If we eliminate pointless Mickey-Mouse requirements that are foisted on everyone, if we eliminate the gold-star games and all the administrative paperwork, class busy work that goes along with them, if we reduce the overwhelming pressure for meaningless, standardized degree, then perhaps we'll be up with learning facilities that can accommodate even more students than the number that get processed in the factories that we currently operate.

And if an employer wants just degrees but grade-point averages too, the colleges can explain that that's not why they are there for. Graduate Schools, for their part, probably not present a serious problem. They already have heavy emphasis on critical other than GPA's. They stress interviews, personal recommendations; most of them already given their own entrance exams anyway. Besides, the best graduate schools will probably be delighted to get some students for a change.

But what about the students themselves? Can they learn without grades? Can they learn without them? Perhaps we should be asking ourselves can they really learn without them?

(reprinted October, 1970, from The Student as Nigger)



Frankly this has been my FINEST year as a principle!



I've got the teachers DIVIDED and STALEMATED on the question of SALARY DEMANDS



I've got the LABS, TEACHING MACHINES, GYMS, POOLS and TV HOOK UPS clicking over like one perfectly turned machine!



I've got the SUPERVISOR and the TRUSTEES eating out of my HAND!



My speeches are quoted VERBATIM in the local PRESS AND COMMUNITY LEADERS back me RIGHT down the LINE!



If I could just figure a way to get these damn KIDS the hell out of here, the place would run like a DREAM!

WRITE THE OTHER WAY

IF THEY GIVE YOU RULED PAPER,

Who is Doug Wright? and.... Why is he saying all these things about us?

If the reader is expecting a rigorous analysis of the Wright Report let him stop reading now. I would simply like to voice a few very personal thoughts on the Commission Report and on Doug Wright.

Who is Doug Wright?

In the interests of providing some background to the discussions of the Report which are taking place in the College, I will tell of my impressions of Doug Wright.

- 1: He is a brilliant technocrat. As chairman of the Committee on University Affairs, he directed and controlled the Committee not primarily because of his power but because of his competence.
- 2: As Dean of Engineering (that also says a lot) at Waterloo, he introduced the co-op programme in which students spend four months in class and the next four months out working in engineering-related jobs arranged by the University.
- 3: He designed the Ontario Place dome in his spare time and has world-wide patents on the design concept.
- 4: He is extremely powerful in the Ontario Government. Originally a member of the Committee on University Affairs he became its chairman and was appointed to head the Commission on Post-Secondary Education. At the beginning of this year, he was given a major promotion (on a 2 yr. contract) to be Deputy-Minister of one of the "super-ministries". This position places him second in command under Robert Welch of Education policies in Ontario.
- 5: His informal power within the government allows him to make more sweeping criticisms than other government employees or elected members.

- 6: He is reputed to have built a Medical school for Castro.
- 7: His interest, to my eyes, is not in his cover with the government but rather in trying to make the educational system work more effectively and with greater degree of justice and concern for those it affects.
- 8: He understands as well as anyone — and much better than almost all faculty members of the University — what is wrong with post-secondary education in Ontario and why it is wrong.
- 9: He supports undergraduate and public access to the J.P. Roberts Library.
- 10: He does not concern himself with the philosophies and opinions of the Ontario Medical Ass'n., the Upper Canada Law Ass'n., the University of Toronto Faculty Ass'n., those advocating the violent overthrow of the existing social structures, the University of Toronto Faculty members, the University of Toronto Administration members, Trudeau, Nixon, Mao and Dean Robinson.
- 11: He obviously agrees with those advocating major reforms in the Universities.
- 12: He can be subjectively and sloppily defined as pro-student.

The reason I decided to write this column was in comment on a statement by Dean Robinson in a proposed response to the Wright Report which he presented to members of the Undergraduate Studies Committee and the Committee of Discipline Reps. The statement was, "It is... our belief that the welfare of the faculty who will teach in the system is as important as that of the students who will learn."

This seemingly innocuous statement reminded me of my years in University politics trying

to persuade faculty and administration that the welfare of students at the University just might have some slight relevance in what decisions are made in the University. I would be answered that "of course students are important, of course we have their best interests at heart, of course we're interested in their welfare — all we ask is that you students let us decide what is best for you and we will make sure it happens."

It is comforting to see faculty members attacked — in general — they deserve it. They refused to listen to student criticism, they refused to reform the University, they refused to realize that none outside the University really gave a damn about their precious academic standards, and those few that did, weren't hiring anyone, anyway.

The above paragraphs sound like an irrational desire for revenge and in part they certainly are and they feel good. Many faculty members have given time and energy to improving the lot of the student within the University, to constructive criticism of the negative aspects of society and to increasing the relevance of educational process. These individual efforts have only helped small groups of students however. The ethos governing this University remains archaic, authoritarian, paternalistic and suffocating.

How many of you believe learning can be enjoyable?

How many of you are finding University learning enjoyable?

It can be.

In summary, certain of the Wright recommendations may conceivably adversely affect students but never to the degree that faculty would like you to believe. Certainly the Government needed more money and therefore higher fees, but the reason they decided to govern the University was because the University, controlled by Administrators and conservative faculty members, could not govern itself.

Phil Dack.

Phil Dack was the past V-P of SAC, Erindale student, and is currently a co-ordinator of the Arts & Science Union.

perhaps students should not get involved in university government.

perhaps students should not ask for day care centres, active services, access to educational resources.

perhaps students should not question the quality of education.

perhaps the earth is flat.



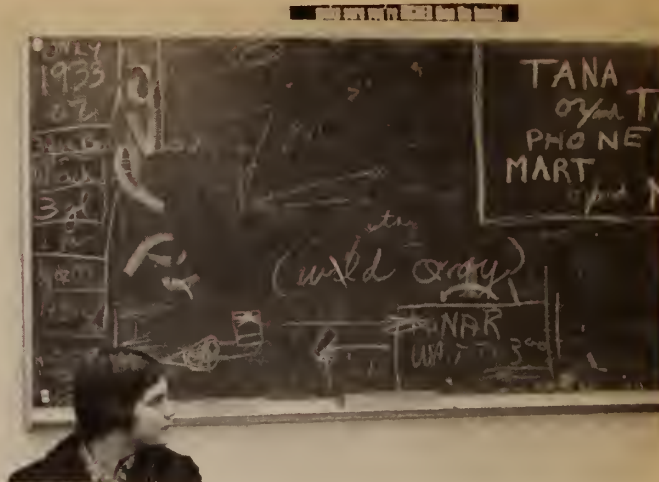
captain reality

Abraham Flexer —

"A university is not outside, but inside the general fabric of a given era. It is not something apart, something historic, something that yields as little as possible to forces and influences that are more or less

new. It is on the contrary... an expression of the new age, as well as an influence operating upon both present and future." "... apathy is the unconscious recognition students make of the fact that they are powerless." — Clark Kerr

"The aim of the college for the individual student, is to eliminate the need in his life for the college; the task is to help him become a self educating man. For only that will set him free." — Clark Kerr



The University is More Than Classes

Over the past few years students in Universities and high schools have been actively questioning the nature of their education. The importance of this phenomenon cannot be overestimated as people's experiences in educational institutions affect not only their career expectations but also their goals and their relations with society.

It is not enough to criticize. If we want to make this University a forum in which educational processes can be carried out more effectively, and in the most enjoyable and meaningful way, we must participate in making the decisions which affect it.

Help by filling out the following and returning it to SAGE.

COMMISSIONS

- ☐ Cultural Affairs
- ☐ Services
- ☐ Communications
- ☐ Financial
- ☐ Education

SPECIFIC PROJECTS

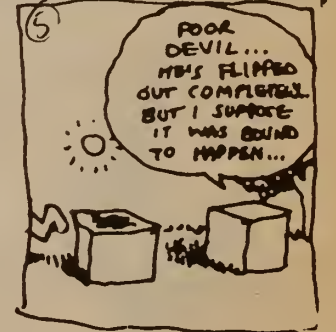
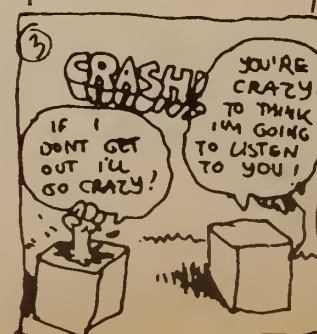
- ☐ Campus Planning and Campus Centre
- ☐ Educational Alternatives
- ☐ Study on Post Secondary Education and the Wright Report
- ☐ Course Evaluations

Name _____

Address _____

Phone _____

"They have no names — they are all the same" FST.



"C'EST UNE
REVOLTE?"

"Non c'est
une
revolution"

ON CHEATING AS A REVOLUTIONARY GESTURE

BY RON THOMPSON

Abdomen: A shrine enclosing the object of man's sincerest devotion.
Ace: The one fourth part of the Hand of Fate.

Adam's Apple: A protuberance in the throat of man, thoughtfully provided by Nature to keep the rope in place.

Army: A class of non producers who defend the nation by devouring everything likely to tempt an army to invade.

Bayonet: An instrument for pricking the bubble of a nation's conceit.

Clergyman: A man who undertakes the management of our spiritual affairs as a method of bettering his temporal ones.

Conservative: A statesman who is enamoured of existing evils, as distinguished from the liberal who wishes to replace them with others.

Demagogue: A political opponent.

Dice: Small polka-dotted cubes of ivory, constructed like a lawyer to lie on any side, but commonly on the wrong one.

Hangman: A officer who produces suspended animation.

Hearse: Death's baby carriage.

Historian: a broad guage gossip.

Husband: One who, having dined, is charged with the care of the plate.

Infidel: In New York, one who does not believe in the Christian religion; in Constantinople, one who does.

Jove: A mythical being whom the Greeks and Romans ridiculously supposed to be the supreme ruler of the universe — unacquainted as they were with our holy religion.

Koran: A book which the Mohammedans foolishly believe to have been written by divine inspiration, but which Christians know to be a wicked imposture, contradictory to the Holy Scriptures.

Krishna: A form under which the pretended god Vishnu became incarnate. A very likely story indeed.

Marriage: A feminine device for imposing silence, whereby one woman is made to guard the good name of a dozen more.

Miracle: An act or event out of the order of nature and unaccountable, as beating a normal hand of four kings and an ace with four aces and a king.

Non-combatant: A dead Quaker

(or, how everyone benefits if you take the system at its word enough)

Cheating is the most effective issue for students to organize around in the university. If handled properly it not only serves as a radicalizing gesture but is at root a concept with which every student can identify. It speaks concretely to his experiences and the objective way a university functions.

The exam is the basis of the university. This is not only in terms of how it and marks operate in a power way to screw the students' heads, although it might be nice to take this pressure off students so they could operate in a less oppressed manner — able to learn no longer subject to the professor's definition of reality and what the university is about. We must lay aside that kind of pipe dream and deal with what can be done.

The student is told that his mark on the exam is an indication of how much he has learned. He knows further that the higher this mark is the better things are for him, in terms of scholarships, jobs and how soon he gets his degree which is what he came to the university for in the first place.

People cheat at university. Some carry crib notes. Others get someone else to write the exam for them. Some sleep with the professor. Some steal a copy of the exam before hand. Most merely try to get the professor to tell them what's on the exam ("Will there be any questions on chapter three?" etc.) or try to outguess the professor ("He sure spent a lot of time on differentials, there'll probably be something on that").

Most of these methods are inefficient, immoral, degrading or dangerous. This then is not what I mean when I say we should be organizing around cheating. Most students are already convinced that the campus radicals are inefficient, immoral, degrading or dangerous.

Besides all of these are competitive. (Not that we can chance speaking out against competitiveness but we can probably appeal to the fact that there are all obviously 'unfair' forms of competition.)

The exam ostensibly measures what the student has learned about what is being examined, primarily between when he started the course and when he writes the exam.

My initial proposal is that when the exam is passed around all the students gather together, discuss the questions and come to an agreement on the parameters and specifics of an answer, operating under the principle that "one head is less heads than many heads". They could even farm the answer under a number of topics and have their own 'styles' committee.

To make the answers better (and therefore the marks higher which is the object of the whole game, since the students will have demonstrated they have learned more) they could also bring to the examination room nooks, readings and people with knowledge in the area being examined so that they can broaden the scope of their answers.

Such a process may take longer than your average exam nowadays, but then the university should be approachable on the grounds that it's all in the interest of higher marks for the students. In this case students could be sent out for food, coffee, cigarettes, etc. and when students went home for supper and sleep they could discuss the problem with even more people.

If this looks like it's going to extend too long into the Christmas or summer holidays, the exams could be begun earlier — at the beginning of the term or semester for instance.

Still operating on the premise that we are doing all this to increase learning and raise marks, I'd like to take a look at one of the premises behind a number of the 'bad' kinds of cheating enumerated above — namely that it's easier to write the exam if you know ahead of time what's going to be on it. This is partially achieved by having the exam passed out at the beginning of the semester, but it doesn't deal with the extra problem of knowing (the old communication thing) exactly what the professor is asking, i.e. what he means by the question.

So take it a bit further. The best way of knowing what's on the exam is to write the thing yourself — this also should be done collectively. Now this may seem like some kind of radical step, too radical for maybe 70% of university students. They may look askance when you suggest it.

But there are real kinds of inherent advantages which will rally the really powerful forces in the university to your side.

The administration wants to stay on the good side of the provincial government (and will show no compunctions about coercing the students to your idea if it helps them). They can best please the government by reducing the university budget so that the provincial government has more money with which to either lower taxes and win elections or, between elections, build highways or factories to help private industry further exploit the workers of the area. The university budget is lowered by not having to have faculty, since the students are teaching each other and setting and eventually marking their own exams.

An alternative to lowering the budget is to use the money to pay the students for teaching and doing the exam shit. This would increase accessibility by lowering the real cost of education for the student, along with the obvious stop to student power which failed in the past, with students having control over not only curriculum but course content. If you really get energetic, it's much easier now to extend the questions of this kind of exam into the real world making your campus a "critical university". The government and administration will be happy anyway because the students will take years to find new beefs to riot over.

So since it makes everybody happy, fulfills the goals of a university, it has got to work.

All we have to do to get the ball rolling is to get on with basic grassroots organizing. We may have to start small, organizing those students in a couple of classes who want to get good marks to join together with those willing to help, to cheat by at least making more efficient some of the 'bad' kinds of cheating — Figuring out what's on the exam (most professors don't change their exams that much or the criteria as to what 'answers' they reward with marks).

If this begins to look successful, the rest of the students in these classes may be willing to undertake the first step in my proposal (cheating by co-operating in the classroom) even if their motives be suspect — fear of being beaten out by those who are organized.

POWER TO THE IMAGINATION; ALL POWER TO THE PEOPLE; DARE.

CULTURE:

If one looks hard enough, the cultural activity at Erindale is rich and satisfying. Starting with the academic departments, many courses, especially the English department carry their activities out of the classroom in the form of seminars, drama production and public presentations.

The Associates of Erindale, a community group involved in the college and its cultural and social relations, have sponsored excellent lectures, drawing speakers from a broad scope of interest.

The Erindale College Council Public Lectures Committee also sponsors a high calibre series.

The Art Committee with the able assistance of David Blackwood acquires exhibitions for display in the college buildings. The student Printshop also aided by David, has produced some remarkable pieces from students in the College.

Photographic arts are also represented in the college, through the student Photoclub. The office and darkroom are situated in the Preliminary Building. A yearly competition is held for student photographers.

Walter Buczynski, the musician-in-residence, sponsors and co-ordinates concerts and recitals throughout the academic year, which often feature musicians from various backgrounds.

In literary terms, Impulse Magazine has found its home at Erindale for the past while. Under the direction of the past writer-in-residence, Peter Such, Impulse printed wide selections of prose and poetry.

Thirst and Other Hungers, a collection of poems by Erindale students, edited by a student, Patricia Gilhooly.

The Erindalian has often printed fiction of an exceptional quality.

The film media has always been considered important at Erindale. Cineclub Erindale has sponsored, with financial backing from SAGE, excellent film presentations, from Ingmar Bergman to "King Kong".

The English, French Astronomy and Sociology departments sponsor films which are of general as well as specific interest.

Noel Moore, the Filmmaker in residence will be available for consultation and advice on student projects.

SAGE also sponsors numerous cultural activities.

Subsidies are given in the form of Grants and loans to ethnic clubs, such as Spanish, Italian, and German Clubs.

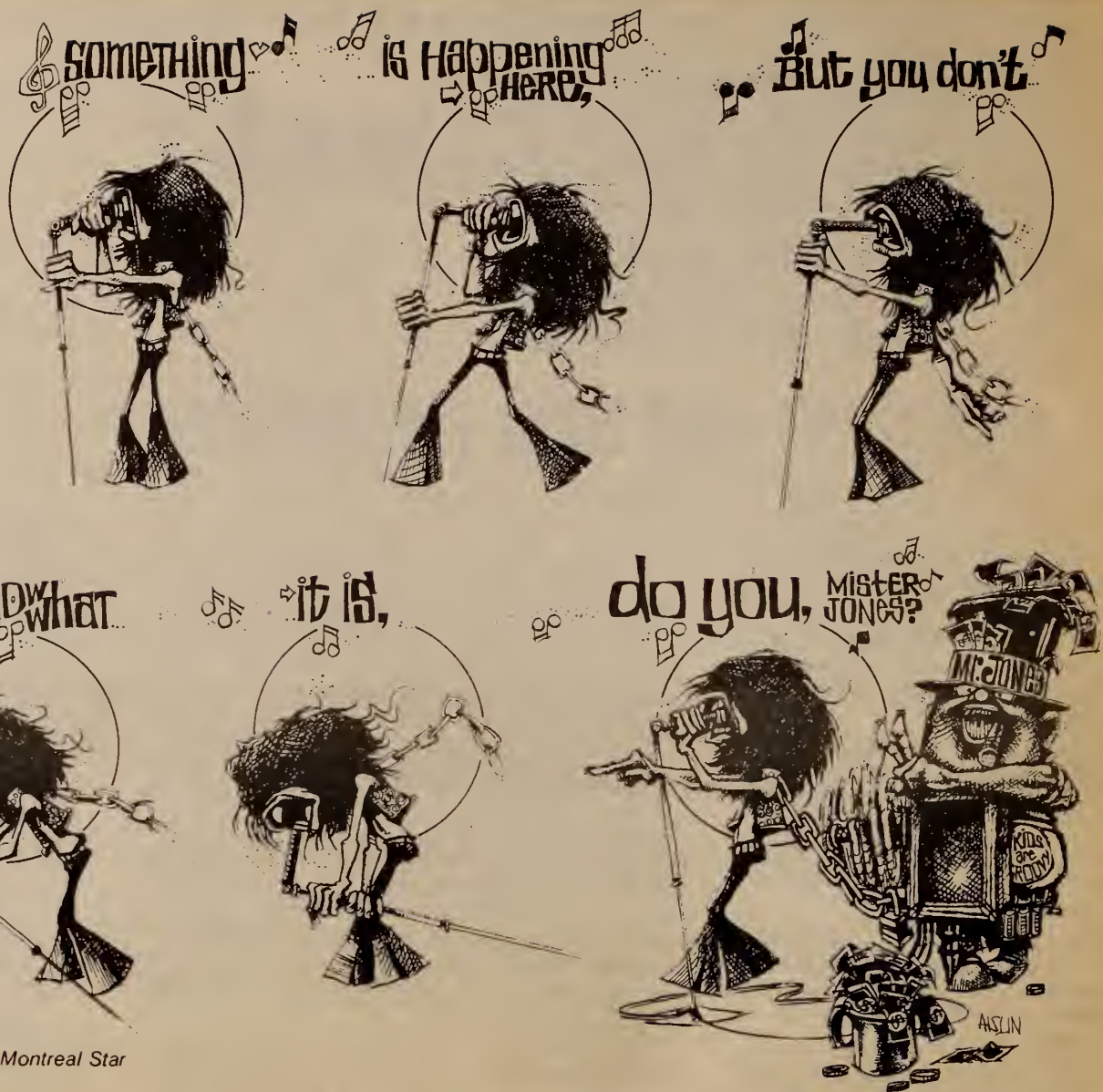
As with last year, SAGE are planning on running various dances parties, concerts and movies, and, of course, a winter carnival.

For information concerning the Cultural Affairs Commission, call Jenni Jackman, at home 621-2656 or at the office 828-5249.

The Varsity will usually list various cultural happenings on the St. George Campus, which are normally of high calibre.

CIRCUMLOCUTION:

A literary trick whereby the writer who has nothing to say breaks it gently to the reader.
Ambrose Bierce



The Montreal Star



OPEN WED. 5-10 pm

at

FRIDAY 12-6 pm

COLMAN

SATURDAY ?

PLACE

GRINGOS WELCOME!

AUXILIARY:

THINGS YOU MAY (and probably will) NEED

Erindale College has several services available to staff and students which will undoubtedly prove to be indispensable to you.

One essential office and perhaps the most popular one is situated in the Preliminary building, rm. 219 A is the Student Aid office, whose Mrs. L. Webber will answer inquiries concerning OSAP, etc.

On the bulletin board outside are found listings for scholarships, employment opportunities, and activities at the International Student Centre. Down the corridor in room 207 is the Erindale College Post Office.

For students in residence, there is a mail pick up at the post office. There is also a regular mail deposit which requires postage, and a free mail deposit for mail going to the St. George Campus. In addition the Post Office has a Xerox machine, the cost of a one page copy is 5c. The Library also offers a second, more limited Xerox service.

Erindale's Finest, the security officers, are located in the West end of the Preliminary building. This is the best place to get information on a wide range of questions, from lost articles (false teeth, herb tea, etc.) to bus schedules. The officers

may not always be there, but they are usually making their rounds somewhere around the College.

Aside from the University of Toronto Bookstore where you can purchase books and other things, there is a student-run store, located in the Colman Garage. The office hours of this service are not always constant, but the Manager, Peter Smith is working on it. The student store is a branch of the SAGE Services Commission. You can buy and sell used books through their exchange system. Discount records, posters, T-shirts and other things will be sold throughout the year.



"Listen, honey, these people are all professional. If we'd had a baby, they would have brought us a baby."

COMMUNICATIONS:

THE MEDIA

RADIO ERINDALE

Radio Erindale is the radio service of the Erindale Campus of the University of Toronto. Entirely student operated, it broadcasts through the day on a closed circuit system, with outlets in common rooms, the cafeteria and offices.

The station plays the best music available in all areas, advertises events concerning the college community and this year, will initiate a news and public affairs department to make people more aware of what's happening.

Radio Erindale is on the lookout for people to work as announcers, writers, interviewers, operators and secretaries. Anyone interested in hard work, contact any of the following people at RE:

David House
Peter Smith
Ray Neilson
Paul Fairgrieve
Bill Maclean

—phone 828-5310
second floor
Colman House

ERINDALIAN FORMULA

What great mind comes up with the originality week after week? One does not have to read the paper to know what is happening — the form is regardless.

The Erindalian Formula:

1) Article condemning SAGE — way to go Silent Majority! A gold star for griping and taking no action yourselves. A blue ribbon for originality of complaint and a Band-Aid Plastic Strip for the suffering and hardship you have endured all these years. When you graduate who are you going to blame for your laziness, lack of interest and frustrations? The Federal Government?

2) Article supporting SAGE — Ladies and Gentlemen! The remarkable and very talented (?) P. Moran will now perform his miraculous card trick. From his magic personal office, Bugs Moran draws the dog-eared card "SAGE is not a clique" on the back of which are listed all the in-jokes, telephone numbers and high level jargon. He draws a second card, "Look what SAGE has done for you". The greasy, smudged card contains the buzz words such as 'Erindalian', 'Radio', 'Pub', Next, the remarkable and very talented P. Moran will juggle these two cards and other assorted chits and tell your personal fortune for a buck and a quarter. He never promised you a rose garden and that's all you got.

3) Column of Erindale Events — everything you wanted to know about activities . . . but were afraid to ask.

4) Letters to the Editor — Hurry, Hurry, Hurry! Get your latest issue of the Erindalian. Marvel at foul mouths sounding off; gasp at the injustices suffered by some minority group because of some inaccurate reporting on the part of the Erindalian; throw up on the paper because of the afore-mentioned.

5) Column condemning apathy — having heard so much about apathy, who cares anymore.

6) Columns of literary endeavour Achievement.

7) Sports Page — Cryptic and uproariously (?) funny commentary on jock's and their achievements.

8) Columns of Crucial University Government issues.

9) Article Slighting the Erindalian — this article is just one in the long series of one person's crusade against writing something worthwhile.

10) I part Gin to 4 parts Vermouth.

And if that's the case? We'll do something about it. Don't soak it in dettol, don't call it a farce. Show your face at the Erindalian office and provide your own enlightened formula for changing the status quo.

Ihor Pelech Editor (233-7286 home)

Editors: Ihor Pelech, Peter Smith, Gillian Hackett.

Photos: David Blakey, Rich Wesolowski.

Contributors: Phil Dack, Arnold Brody.

Edited Material from: Phil Dack, Dan Leckie, John O'Grady, Jerry Farber, Guinness Stout.

We ripped off material from: Law Law Law - 100 Caricatures by Aislin, Great Canadian Comics, The National Lampoon and Elephant.

The following are a number of the publications which are frequently distributed on campus.

Varsity published by the SAC and printed three times a week, the Varsity provides excellent university sports. Adequate reviews, liberal in viewpoint.

Toike Oike published by the engineers appearing every month. Contains the ideas, opinions and the sexual fantasies of the engineers.

Erindale College Newsletter published weekly by the College listing upcoming lectures and events.

EDITOR:

A person who combines the judicious functions of Mino, Rhadamanthos and Aeacus, but is placable with an obulus, a severely virtuous censor, but so charitable withal that he tolerates the virtues of others and the vices of himself; who flings about him the splintering lightening and sturdy thunders of admonition till he resembles a bunch of firecrackers petulantly uttering its wind at the tail of the dog; then straight-way murmurs a mild melodious lay, soft as the cooing of a donkey intoning its prayer to the evening star.

Master of mysteries, and lord of law, high pinnacled up the throne of thought, his

Continued on Pg. 19

I seem to be
a preposition



Erindalian
University of Toronto

3339 Mississauga Road
Clarkson, Ontario
828-5260

The Erindalian is a weekly publication printed in the interests of the Erindale Campus Community under the financial auspices of the Student Administrative Government of Erindale.

The opinions expressed herein are not necessarily those of SAGE or of the University of Toronto Administration.

This is a special issue of the Erindalian which was meant to be in a handbook form. Things didn't work out, as you may have guessed.

GOVERNING COUNCIL

The governing council is the high level decision-making body at the University of Toronto. It replaces both the Board of Governors and the Academic Senate; retaining the powers of both these bodies. Powers to appoint the President, to hire and fire and specify the duties of teaching and administrative staff and to determine and regulate the physical, mechanical and academic structure of the University.

During the infamous debate on the U of T Act last summer, the Minister of University Affairs, John White, proposed a formula that would have allowed for a student faculty balance of power of 6 students per 10 faculty per 4 members elected at large.

The clause, "4 members to be elected at large" formed the crux of hard line faculty opposition, for with a student body that outnumbered faculty by at least 10-1, students or enlightened faculty were virtually guaranteed the four seats; giving the student "Side" effective parity with the faculty.

Some of the Faculty members threatened, by implication to disrupt the University if they did not get their way (a technique which these same faculty members have labelled "Childishness" when applied by students).

These threats forced White to back down, equally dividing the four seats between faculty and students. Thus, the present balance of 8 students per 12 faculty within the whole structure of:

- 4 undergraduates
- 2 part-time students
- 2 graduate students
- 6 administrators
- 12 Lay members

Do not feel disappointed if you feel confused by all of this matter. Many people in government, and the university still are.

Perhaps the most confused are the students. This is not the first time that students have entered negotiations, with firm concentration upon the attainment of parity. A magic word which has always arisen in discussions of University government even before the days of CUG.

The Commission on University Government (supported by President Claude Bissel) which recommended the alleviation of chronic problems of alienation and distrust between faculty and student; the powerful and the powerless by affecting community in the University, equality of all sectors by such a simple matter as parity. To acknowledge the position of the student in the University as important as anyone else and to permit to exercise his rights as a full member of that community, that is the purpose of parity.

But students have consistently been thwarted, sold out and denied their rights as members in the university community.

The situation may best be described by the following quote from Clark Kerr, former President of University of California.

"The students find themselves under a blanket of impersonal rules for admissions, for scholarships, for examinations, for degrees. It is interesting to watch how a faculty intent on few rules for itself can fashion such a plethora of them on students. The students also want to be treated as distinct individuals."

THE FACULTY COUNCIL

The first impression one gets of the Faculty Council is that it is an organization joke. The confusion of committees, responsibilities and power is bad enough, but what appears even more amusing is the composition. Approx. 1,300 Faculty to 52 students . . .

However, the situation is no joke. It is very serious. The Faculty Council is an important element in your University life.

The council has the power to handle the following matters: 1) Academic standards, 2) exams, 3) course offerings, 4) student petitions, 5) hiring and firing of faculty.

What have they done in the past? 1) cut overall

student representation, 2) deprived students of marks in the course CIN 103, 3) set compulsory three-hour exams for all first year courses.

In 1970, student members of the Faculty Council held a referendum to gauge student support. The turnout was 49 per cent - 88.5 per cent in favour of parity.

Despite the indication of student support for parity, a conservative faculty motion blocking the formation of a parity restructuring committee in favour of one heavily biased towards the faculty was passed.

"Why all the hassling?" A question asked by students

Continued on Pg. 19

THE FOLLOWING ARE COMMENTS AND REMARKS BY FACULTY WHO PARTICIPATED ON THE FACULTY COUNCIL DURING THE PARITY STRUGGLE IN 70-71.

D.B. Hill — "At the Faculty of Arts and Sciences Council meeting on Tuesday, I voted against the Nelson-Rist motion—voted, that is for the parity restructuring committee. My reason for so doing was not that I'm hung up about parity—numerical balance—as an issue. Rather it was that the spirit of the Nelson-Rist motion is in fundamental opposition that the governing structure of the Arts and Sciences colleges (for that matter, the governing structure of anything would allow all those whom its decisions affect to have a meaningful voice in making these decisions. The Nelson-Rist motion was intended, as I see it to deny the council any such possibility of self-determination and equal participation in the educational processes, and to insist on affirming a paternalistic, elitist and authoritarian status quo. I find this deplorable."

J. MacLachlan — He voted against the Nelson-Rist motion because (a) he doesn't share the faculty fear of student power; (b) he thinks that students are entitled to a fuller share in the decisions that affect their lives. "After all," he said, "it's their futures that we're playing with."

I.J. Rae — "I am not in favour of the parity principle in the running of a university: if you mean that all deliberative bodies must consist of equal staff and students."

The governing of a university is a complete matter and the president and dean must, at all times, make decisions without even calling a committee. Many University matters are the prerogative of certain groups; eg. the Board deals with the financial concerns of a university and consults with none but itself. SAC deals with student affairs without faculty help. The faculty should deal with examinations and grading, etc., with little help from the students. In the matter under consideration—a committee to consider the restructuring of the Council of the Faculty of Arts and Science—I do not think that parity is paramount and that a committee of four faculty and two students, although somewhat restricted in size contains about the right proportion of staff to students. In other matters, student representation should be higher than the faculty, eg. the selection of an athletic coach.

I do not like to see the university run like a political machine with certain groups being irrevocably and artificially pitted against each other.

We are, I hope, all together in trying to do a good job. The faculty shouldn't be opposed to students and the students shouldn't be opposed to faculty. We are trying to make decisions for the

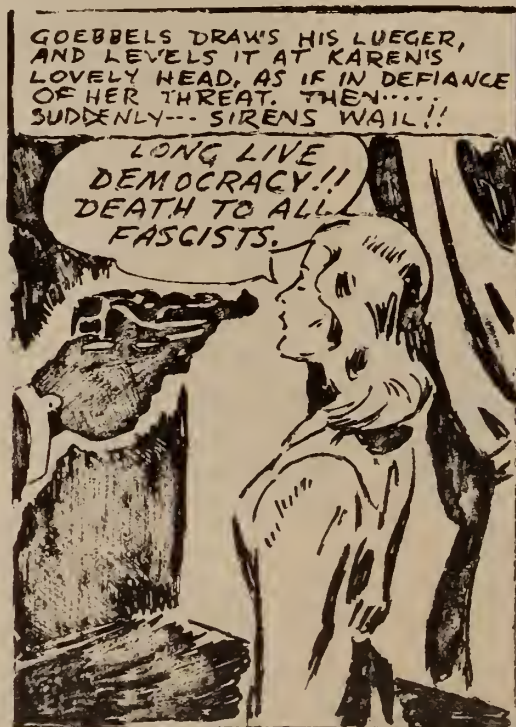
good of all.

Since the Faculty Council is a private organization, I do not know if I am at liberty to tell you how I voted but in the circumstances you have probably surmised that; although I voted against the motion that the "question be now put" because I believed that minority rights are being infringed, I did vote for the establishment of a six-man (four faculty-two student) committee to consider the restructuring of the Faculty for Arts and Science."

I.M. Spigel — My vote against the motion simply reflected my belief that there is nothing implicitly evil or destructive in the principle of parity in university government. Like those responsible for the CUG report, I believe parity as a principle is workable and deserves serious consideration. I believe that a large measure of faculty opposition to the parity principle derives from the mistaken notion that acceptance of the principle implies its complete application to any or all issues that crop up everywhere within the university.

It is my feeling that parity at the top governing level does not imply that all decisions within the university community must thenceforth require 50-50 representation. I do not expect, as a faculty member, to have precisely equal influence in a host of matters which are solely of student concern. I do not expect students to have as much to do with respect to my promotion and salary as do my more immediate colleagues (with whom my contact is less transient). But neither of these two expectations need be in conflict with the general belief that a parity principle is viably operative in the more profound areas of university structure, curricular direction, standards of education quality, and other pertinent matters.

My feelings, as always, has been that strong staff-student committees or course unions within all disciplines will do much to facilitate constructive change within the departmental structure—with or without parity at the top governing level. Parity at this level, however, might have initiated earlier development of such course unions and committees.



Some Students Struggle Hard

—Others Succeed

"Here is a paradox. Few institutions are so conservative as the universities about their own affairs while their members are so liberal about the affairs of others."

Clark Kerr

Highlights Of The E.C.C. Provisional Constitution

1. Erindale College Council shall consist of the Principal, Deans, Registrar, Professors, Lecturers, Special Lecturers, Senior Library Staff, Administrative Officer, Superintendent, and such other persons as the Council may from time to time decide.

"It was moved by Professor Alloway, Seconded by Dean Robinson, that there be 40 student members of the Erindale College Council for the session 1970-71, not less than 15 nor more than 20 of these to be appointed by S.A.G.E., the rest to be elected in elections to be administered by S.A.G.E. The motion carried."

2. The Principal shall be chairman of the Council and the Registrar shall be secretary. In the absence of the Principal the Dean shall act as Chairman.

3. The Council shall concern itself with all aspects of the welfare of the College and make recommendations to the appropriate university or college bodies and officers.

4. Meetings of the Council shall be held monthly from September to May inclusive.

6. A Striking Committee of the Council to recommend the members of Committees for the ensuing year shall be elected at the May meeting of Council and it shall report to the September meeting of Council.

12. Persons not members of the Council may be members of committees of the Council.

15. The committees of the Erindale College Council shall be:

- (1) Undergraduate Studies Committee
- (2) Scholarships and Awards Committee
- (3) Timetable and Space Committee
- (4) Performing Arts Committee
- (5) Art Committee
- (6) Advisory Committee to the Library Council
- (7) Teaching Aids Committee
- (8) Public Lectures Committee
- (9) Research Buildings and Laboratories Committee
- (10) Academic Buildings and College Grounds Committee
- (11) Research and Graduate Studies Committee
- (12) Student Facilities Committee
- (13) Transportation and Parking Committee
- (14) Fire and Safety Committee
- (15) Computer Committee
- (16) School Liaison Committee

The following committees of Erindale College are open to students to stand as active members and representatives of the student body as a whole. An attempt has been made to describe the possible functions of each committee. If you are interested, put your name and the committee you wish to serve on on a piece of paper and hand it in to Dr. Rae, the Council Secretary.

ERINDALE COLLEGE COUNCIL

FUNCTIONS OF COMMITTEES

1. Academic Buildings and College Grounds

To advise on plans for New Buildings and the proposed utilization of the grounds: lawns, trees, parking lots, playing fields. To make suggestions for improvements in the grounds.

2. Bookstore

To form a connection between the bookstore manager and the faculty and students. To make suggestions about hours and operation of the bookstore.

3. Advisory to Library Council

To advise the Library Council with regards to study space, hours of operation availability of books, and general running of the Library. To make suggestions for improvement of the Library.

4. Art Committee

To make all the necessary arrangements for Art Exhibitions at the College. To press for the teaching of Fine Art. To co-operate with the Artist-in-Residence in making available his services to the College Community.

5. Computer Committee

To advise those who run the computers on their best use and to encourage their use by undergraduates and staff.

6. Fire and Safety Committee

To draw up suitable rules and a list of personnel that can be used in cases of emergency. To make suggestions to the Superintendent or the Fire Marshall for the improvement of regulations in case of fire and hazardous situations.

7. Performing Arts Committee

To arrange for concerts (instrumental and vocal), plays, dance programs, lectures to be given at the College. To co-operate with Mr. Buczynski in making his services available to the College and with Mr. J. Astington in the production of plays.

8. Public Lectures Committee

To plan for and make available to the College and the Community, Public Lectures on a variety of topics having to do with the disciplines taught at the College.

9. Research And Graduate Studies

To make the necessary arrangements for increased activity in Research at the graduate level. To review requests for research money (Internal) and to make recommendations with respect to the purchase of major items of equipment.

10. Scholarships and Awards

To distribute to deserving students scholarships and bursaries which have been made available for distribution by the College.

11. School Liaison Committee

To co-operate with the local High Schools (usually through the Director of Guidance) in arranging for:

- (a) visits of students to the campus
 - (b) visits of faculty and students to the High Schools
- To foster good relations with the High Schools in the district and the College.

12. Student Facilities Committee

To look after the facilities provided by the College for the students. e.g. Cafeteria, common rooms, Colman House, lockers and study rooms.

13. Teaching Aids Committee

To assist the teaching staff in making available modern teaching aids, such as public address systems, projectors, screens, television, etc.

14. Transportation and Parking

To provide transportation for the students and staff on the free College buses, and to plan for adequate parking.

15. Undergraduate Studies

To review and to increase course offerings at the College.

16. Interdisciplinary Committee

To study and develop Interdisciplinary Courses in the College. e.g. JPZ - Joint Psychology and Zoology Course.

"The future of the university as a community is based, on mutual trust and respect, not on the absolute power of any one estate in the university. Power, authority and responsibility must be shared between the central structure and departments; between faculty and students; between deans, chairmen and their councils; between academics and general support staff. Those who argue for the domination of any one estate over the rest threaten the survival of the university."

COMMISSION ON UNIVERSITY GOVERNMENT

One of the primary problems in reforming governing structures is the inability to implement the visionary goals and ideals, especially at a local level where the situation is perhaps estranged from higher levels.

An administrator or faculty member who reacts to parity on a top governing structure in the university, with "Hot Damn" may react totally different when the change is to be implemented in his own department or college.

But the implementation of reforms at a local level of the university is essential. The local level (below faculty) is often more relevant to the short-range university experience of students.

The departments are an important aspect to studies at Erindale. Erindale students have actively participated in the departmental bodies in Sociology, English and History, to name a few.

The Erindale College Council is a local university council which, to limited degrees, is relevant to students. In fact it has limited relevance period. Why? It lacks authority and control. The council serves only in an advisory capacity to the administration of the college, without control over the college's budget, or any authority over anything.

It is obvious to students, faculty and even administrators that the EEC needs restructuring along lines of opening up the decision making process of the college to the college members, which is most definitely faculty and students.

In order to achieve community in government and promote trust and respect between estates the restructuring must follow the recommendations outlined in the Commission on University Government Report.

The aforementioned committees should have power to implement their recommendations and to administer them, with the appropriate budgets.

Students, faculty and administration could then effectively govern Erindale College from a meaningful body, constituted on idealistic grounds.

Footnote: Faculty student parity is assumed.

Dear Reader,

At press time, we learned that there are some changes going to be made, like the implementation of a college system. No one actually announced the intention, we picked up by rumour. Remember that referendum on names for the campus and colleges, the meetings and reports, the questionnaire that was going to be circulated? Some people do. Erindale is a funny place during the summer. No one pretends that students have any say in decisions.



S.A.G.E.

You can bet your ass that the Revolution will never erupt from the SAGE office. In fact, the adherents to status quo in our educational institutions have nothing to fear from SAGE.

SAGE is the local (college) level of student government for the U. of T. students at Erindale.

SAGE's various functions are performed to varying degrees of efficiency.

1) to act as the representatives of the students of Erindale College.

2) to co-ordinate and sponsor services activities and publications in which the interests of the students are involved.

3) to safeguard the individual rights of the individual student regardless of race, colour, creed, nationality ancestry or place of origin. * editors note: observe that "sex" is not included.

4) to further the educational process taking place in the college and to work to a fully integrated college community.

How does SAGE fulfill all of these goals? By sponsoring, operating or initiating the following programmes:

- course evaluations
- orientation programmes
- educational conferences

— subsidizing the Erindalian and Radio Erindale.

— operating the Ministry of Plenty, the student store and textbook exchange

— operating Colman House —running movies, pubs, dances, parties and elections.

— granting money (from student fees) to student clubs.

The last function is perhaps the most obvious function performed by SAGE; administering a budget of approximately \$30,000.

The student government is a fascinating topic upon which we could write for many pages.

As most people at Erindale are not acquainted with the operations of SAGE, it would be best if those seeking detailed, precise and unbiased information went directly to SAGE and volunteered their services.

There are usually elections in the early fall for election of first year representatives to the Council as well as election in other years to fill in the gaps due to illness, retirement, assassination etc.

Student Administrative Council SAC

The SAC handbook which the first year students receive will give you all of the basic information.

Erindale has four SAC reps and they usually perform their jobs to various degrees of efficiency (sliding very close to the "in ept" end of the spectrum).

SAC also has varied programmes and policies to implement and are always looking for manpower.

SAGE PRES. V.P.

G. Hackett
Martia Bindhart
Frank Pio
Syd Rhys
Beth Cordwell
Tanya Abolins

**P. Moran
Ted Dodd.**
4th year

3rd
3rd
3rd
3rd
3rd

TRAC Tricia Anderson
Wayne Glover
Lynn Gallagher
Marg Surke
Lenni Jackman

2nd
2nd
2nd
2nd
2nd

SAC. REPS.

John Simopoulous (Exec.)
Paul Bannon
Peter Smith
George Morriss

"Don't tell all of the truth or you'll discourage the students"

T.A.

More than likely, SAGE will be installing a phone somewhere in the main bldg. this fall.

"If you print that, I'll be upset."

Tanya Abolins

PHONES

SAGE 828-5249
SAC 928-4911

Arts & Science Union
(Syd Smith Hall)
928-4903

THE SAGE OFFICE

Line is open to the use of all students the phone is paid for out of the sublet. Only don't make long distance calls for Toronto (Weston) (Scarborough) dial 183-9 then the number.

S.A.G.E. Report

by Paul Moran, 3rd yr. SAGE Rep.

To most of the students of Erindale, S.A.G.E. is a joke. Although this may not be true, the feeling is there. There must be some reasons why students treat S.A.G.E. as a joke.

Student apathy and S.A.G.E.'s ineffectiveness in dealing with the problem is a main reason. Students at Erindale come and go just for classes. Outside of classes, they either are not concerned or are turned off by S.A.G.E. Those who are interested and work for student government are laughed at. Most students believe the interested ones are wasting their time (probably true).

"The Office" is another reason why S.A.G.E. is treated so lightly. Anybody who does not know someone personally in the SAGE Room is scared to enter. The cliquishness of S.A.G.E. scares them off. Through common interest, (i.e. student government), the S.A.G.E. people stick together.

Students who do not understand S.A.G.E. Consequently, the attitude toward S.A.G.E. is poor. This is no one's fault but S.A.G.E.'s. Their first year, students have no idea what a "sage" is. As a third-year SAGE rep I apologize for our ineffectiveness in informing you. Don't give up your student government; it is important.

We will be approaching you, involving you in student government asking you to come out and help.

Please, stop laughing!



Tanya Abolins 3rd. Communications Comm. who headed us with the issue e.g. "SAGE tries hard and sometimes they fall maybe from bad organization or something. But don't print that."



Frank Pio. 3rd year.
Orientation Chairman.



Ted Dodd Vice-President



Jenni Jackman 2nd.
Cultural Affairs



Arnold Brody: Arts &
Science Union Steering
Committee



Karine Shizaki: Arts &
Science worker.



Wayne Glover 2nd



Marg Surke - 2nd. Summer
Education Commissioner



Gillian Hackett
4th. handbook. erindalian
editor.



Paul Moran.
PRESIDENT

(Aug. — May).



ORIENTATION SCHEDULE

Thursday, Sept. 7.

AM Arrive and set up tent city.

Workshops, Phys Shed open etc.

1:00 til 6:00 p.m. Chico's Pub will open, and will feature Brian Larter on Piano (from the Hay Loft).

While pub in progress, Erindale's various clubs will put on a number of displays around the college.

PM Supper at the Cafeteria (not free)

After Pub closes at 6:00, Chico's will be a coffee shop which will feature folk singer Terry Ketter (til eleven).

7:00 p.m. A major Scavenger hunt.

8:30 p.m. a drama production.

11:00 p.m. approx. All night movies.

Friday, Sept. 8

AM Free breakfast for tenters.

9:30 The movie 'High School', RM 292.

Noon — Coffee Shop will open in Chico's Features free coffee and Mak Sebastian on guitar but while this is going on, The French Cafe will also be opened in the new building.

Erindale's Chinese Students Association will present a number of activities throughout the day.

7:00 Scavenger Hunt — Tennis — Bicycle Race — til 9:30 p.m.

9:30 A major film will be shown in RM 292 (Midnight Cowboy or Bonnie & Clyde).

Saturday, Sept. 9 A.M.

Free breakfast for tenters
Noon — Rock concert with SWEET BLINDNESS, WISKEY HOWL, MORNINGTON DRIVE, plus African Steel Band and popcorn men, lemonade stands etc.

P.M. Free Supper
8:00 p.m. til 1:00 a.m. BAV. Bear Garden with John Brehauer and the Black Forest.

Sunday, September 12

A.M. Free Breakfast
Erindale Light Car Rally
Noon — Pack up
THE END

Monday, Sept. 11 — First Day of Classes

Friday, Sept. 15 — Weekly pub kick-off.

Buses will be provided on the weekends and there is ample parking space on the campus.

If you have any questions regarding your Orientation '72 programme, phone the SAGE office 828-5249.

Friday Sept. 8 4:00 pm

Presentation of information concerning employment opportunities for Arts & Science students, and the role of the university in preparation for employment.

Room TBA

ERINDALE AUG 28

ATTENTION FIRST YEAR STUDENTS

There approximately 6 seats available on stage for FIRST YEAR STUDENTS.

For information concerning elections, nominations etc., speak to Tricia Anderson in the SAGE office, Rm. 155.

828-5249

NOMINATIONS CLOSE Oct. 13, 1972

DOES YOUR UNIVERSITY SUFFER FROM ANY OF THE FOLLOWING SYMPTOMS?

1. Persistent Student Criticism.
2. Failing Credibility in the Community.
3. Unilateral Decision Making.
4. Reduction in the Quality of Education.
5. Tension in the Learning Situation.
6. Student Alienation.
7. Undemocratic Governing Structures.

These are the Seven Warning Signs of an ARCHAIC EDUCATIONAL INSTITUTION.

Through hard work thiscrippler of young minds may soon vanish. Do your part.

When looking
for your classes,
avoid confusion
by remembering
that rooms in
the Main Building
have 4 digits.
The Preliminary
has 3 digits.
Of course there
are also the
Art Shed,
the Music Shed
and the Head Shed.
(Humanities Hut)
which have rooms
with 2 digit numbers.



ANY
DAY
NOW



I
SHALL
BE
RELEASED

APPENDIX:

ERINDALE COLLEGE BUS SCHEDULE

Monday to Friday - Registration Period August 30 - September 8, 1972

Route No. 1 - Islington Subway Service via No. 5 Highway

- (a) Buses from Islington to Erindale College start:
8:15 a.m., 9:15 a.m., 10:15 a.m., 11:45 a.m., 12:45 p.m.,
1:45 p.m., 2:45 p.m., 3:45 p.m.,
4:45 p.m., 5:45 p.m., 6:45 p.m., 9:45 p.m.
- (b) Buses from Erindale College to Islington Subway start:
8:45 a.m., 9:45 a.m., 10:45 a.m., 12:15 p.m., 1:15 p.m.,
2:15 p.m., 3:15 p.m., 4:15 p.m.,
5:15 p.m., 6:15 p.m., 7:15 p.m., 10:15 p.m.
- Request stops at Six POINTS, Cloverdale Mall,
Dixie Road, Grenville, Hwy. 10
& Erindale Woodlands.

Route No. 2 - St. George Service via Q.E. Way

This service is for inter-campus, academic requirements.
Please commute via Subway and College Buses on Route No. 1.

		A.M.				P.M.				
Westbound										
	Convocation Hall	7:55	8:00	10:15	11:15	12:15	1:15	2:15	3:15	4:15 6:15
	Erindale College	8:35	8:40	10:55	11:55	12:55	1:55	2:55	3:55	4:55 6:55
Eastbound										
	Erindale College	7:15	9:15	10:15	11:15	12:15	1:15	2:15	3:15	5:15 5:20
	Convocation Hall	7:55	9:55	10:55	11:55	12:55	1:55	2:55	3:55	5:55 6:00

Route No. 3 — Clarkson "GO" Station Service via Erin Mills Parkway

- A.M.**
- Departs "GO" Station 8:20
Arrives Erindale College 8:35
- P.M.**
- Departs Erindale College 5:10
Arrives "GO" Station 5:25

NOTICE

1. Please refrain from smoking.

2. Animals are not permitted on buses.

3. Keep your bus clean.

4. Passengers may board and leave buses only at scheduled stop.

THANK YOU FOR YOUR CO-OPERATION.

Note Request stops at
Sheridan Mall and
Truscott Drive

Saturday, September 9th Service Route No. 1

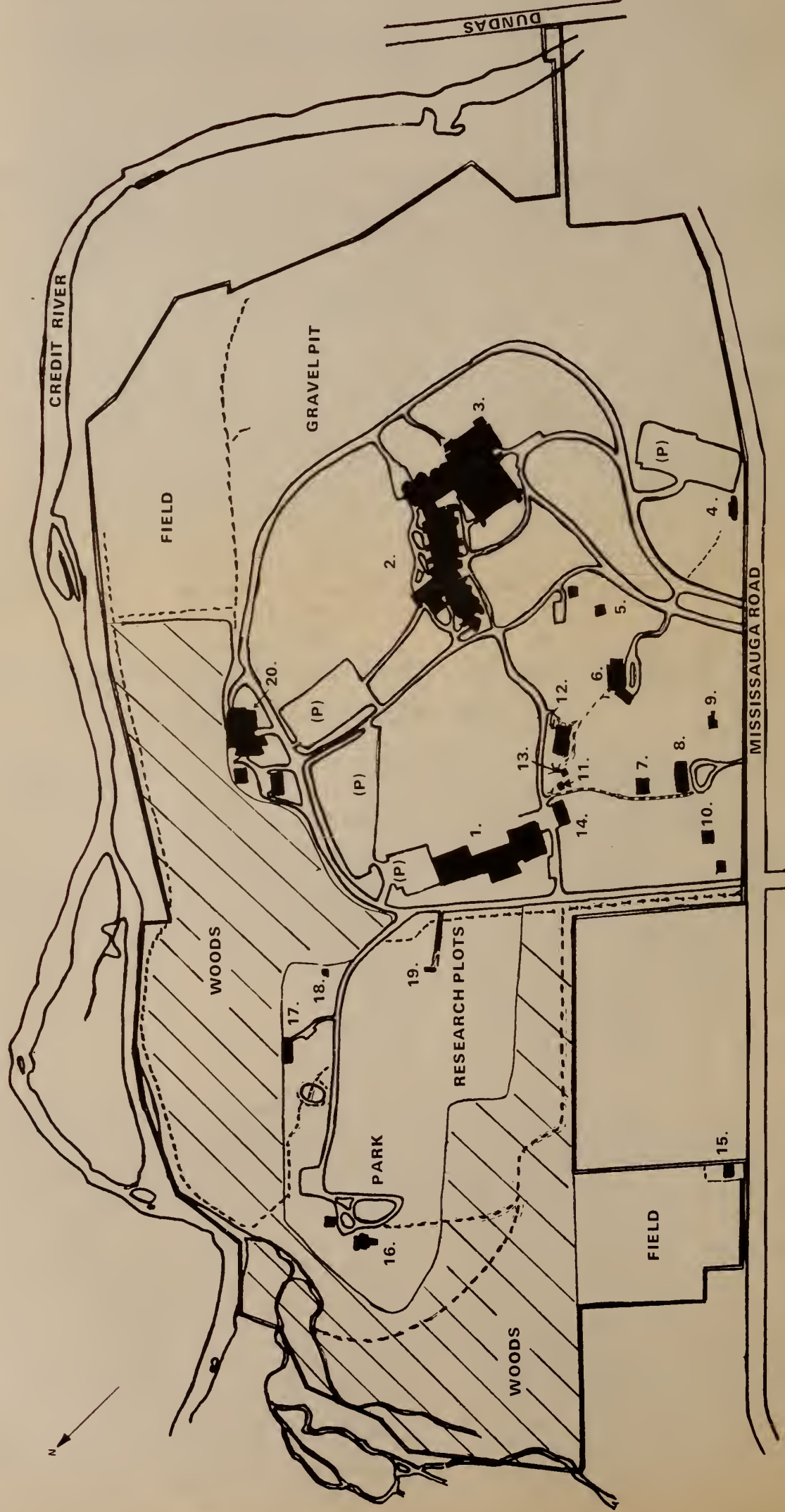
- | | | |
|--------------------------|------------|------------|
| Departs Islington Subway | 8:30 a.m. | 10:30 a.m. |
| Arrives Erindale College | 8:55 a.m. | 10:55 a.m. |
| Departs Erindale College | 11:00 a.m. | 1:00 p.m. |
| Arrives Islington Subway | 11:25 a.m. | 1:25 p.m. |

DEAN OF STUDENTS	HEALTH SERVICE	PHYS ED.	SUPERINTENDENT	ASSISTANT TO SUPERINTENDENT
Mike Lavelle	Rm 114	Dave Crichton	Arnold Miller	H.M. Nanavati
Rm 272A	828 5255	P.E. Shed	Rm. 236	Rm 257A
828 5271		828 5268	828 5250	828 5254
				The man to phone re: bus info.

ERINDALE CAMPUS

U.o.f.T.

Col Sadler



KEY

1. Preliminary Building
 2. Main Building
 3. Library - Lecture Theatre Complex
(Under construction)
 4. McGill House
 5. Mr. R. Thomas
 6. Colman House
 7. Grounds Shed
 8. Hastie House
 9. Robinson House
 10. Ackworth House
 11. Music Shed
 12. Humanities Hut (Head Shed)
 13. Art Shed
 14. Phys. Ed. Shed
 15. Dobratz House
 16. Principal's Residence
 17. Rock Lab.
 18. Blackwood Cottage
 19. Geomorphology Lab.
 20. Central Utilities Plant
- (P): Parking

0 500

I'm very happy to be here, but also in some ways very nervous.

I'm nervous because I'm looking at a lot of you and thinking back to when I was a freshman. And I'm thinking that a lot of the things I would like to say would be platitudes.

I would say things like "welcome" or "I'm sure you'll have four happy years at the university of Windsor", "that these are going to be the four happiest years of your life", and a lot of the other things people say when you come in as a freshman.

One of the reasons I won't say it of course, is because I don't believe it. And another reason I won't say it is because it was said to me and it wasn't true.

And so I start out with a certain amount of trepidation. There is another reason why I'm worried about speaking tonight. This is that I have

very mixed feelings about speaking to a group of mixed people, many of who won't agree with a word I say. Now, in one way I guess that's a little O.K. because some of you probably won't agree with anything anyone tells you in the next four years, and you'll have about as little choice as you do this evening.

Now, you at least have some choice this evening because there are no grades being given, but if you walk out, try to walk out quietly. I'll try and begin by talking about what happened to me, and try and explain what I think may happen to you. My parents never went to college. They spent a lot of time, probably from the time I was twelve and thirteen, talking to me about college. Now, they've probably never even seen the inside of a college, but they knew a lot about what it was like.

ERIC MANN

An alienated prof?

Now, I had a sociology professor, who was by some peoples' terms, a radical, but who was a radical in a very interesting way.

His course was about alienation. And the basic theme of the course was that people who work basically don't like their work; that people in industrial society are doing jobs that are kind of meaningless.

Because their jobs are meaningless, because they are ridiculous, they hate themselves and hate their work; they don't have any sense of being a whole person.

I said, "What a beautiful guy to say things like that. What a very sensitive person. He's really great. He really understands what's wrong with the country. He's gonna teach me a lot."

Except for one problem. He didn't believe that alienation extended to his course.

He didn't believe that his course was work. He couldn't believe that for me, reading his 19 books on alienation was very alienating. As a result, he thought the rest of society was terrible except for his course.

You could rebel any way you wanted against the factories because they were evil. You could rebel all you wanted about the schools because they were evil. You could rebel all you wanted about politics because it was evil.

But if you rebelled against his course, you were ungrateful.

So what I found out was that many radicals, or people who call themselves radicals can't be judged radicals until you see what they do with their own lives, unless you see what they do when they have real power.

Are they willing to relinquish the power? If they're not, then they're no different than anybody else.

So not only was I unhappy, but slowly I came to feel that I wasn't really very

smart after all — that there were people in college who were better than me.

The people I respected were the people who could work 8, 9, 10 hours a day.

There were pre-meds in my fraternity who would go off at one o'clock in the morning. We'd call them the "Goldwyn-Smith Boys", because they'd go to this building called Goldwyn-Smith Building in ten below zero weather with these big clodhoppers on at one o'clock in the morning to study, after having studied all day.

I mean, they were just very serious guys. Like it's late at night and you say "Where ya' going?", and they would say "I'm going to study". And they would trudge off in the middle of the night to find this old building.

And I remember not just feeling that it's O.K. for them, but feeling very much like, "Why can't I be like them?" Why can't I be one of the Goldwyn-Smith boys? Why can't I have their dedication? Why can't I have that concern for knowledge?

Well, I got out of college, graduated, I think as a mutual favor. They wanted me out and I wanted to be out and when it came down to some last minute credits, they gave me some government credits toward my biology 12 major, we were all happy and I left.

My basic conclusion about college was that it's a pretty good place, but it just wasn't for me. And I remember I left Cornell the day after my last final — I didn't go to graduation; I literally left Ithaca three minutes after I put down that pen. I shut my eyes and drove straight to New York, didn't wanna come back, and a very funny thing happened the next year.

BERKLEY!



"A cartoon was supposed to go here but something happened so I'm filling in. You tell me a knock-knock joke and I'll laugh. . . Who's there? . . . — Who? HaHaHaHaHa. Good one!

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quite often. Why beat your head against the wall trying to fight for something which appears distant and unattainable? What the hell is so special about parity?

Parity, my dears, is a means to an end. Parity would enable students to take their rightful place in the University, becoming full and equal members in the community.

Why?

"What will parity mean? In the beginning students will probably be co-opted into deferring to profession judgment, although professors will have to argue cogently rather than merely appeal to authority in the hope of automatic assent.

But as students gather experience and confidence we may look for many new initiatives: the establishment of teaching and learning as the university's first priority, a re-examination of the university's involvement in society and a redirection of it, a down-grading of the importance of formal evaluation, a new rebirth of fundamental assumptions of all disciplines and the implications of the exercise of technical expertise, a more socially equitable admissions policy, a greater emphasis on creating a humane environment rather than erecting monuments.

For some, parity means more. It means a first step in the de-schooling of society. These people would seek to radically alter the nature of university, to break down the barriers between professor and student and to discontinue the university's function as providing certification for industry.

These attitudes do not reflect any contempt for learning or the discovery of truth. What they do reflect is a contempt for hypocrisy of the university in pretending to be what it is not — a community of disinterested scholars."

John O'Grady
James Lahey

THE HANDBOOK OFFICE

August 1, 1972

Dear Reader:

I believe that the material we have presented will be helpful in achieving some basic survival goals as well as stimulating some discussion which will hopefully lead to action.

The problems with our education system must be remedied, before the system breaks down, or is broken by internal or external powers.

In an active education, change is always occurring and new ideas, methods and programmes must be found.

The people who worked on this project would like to thank the publishers, SAGE, for the backing.

We realize that we have undoubtedly stepped on toes and created embarrassment amongst both students and faculty. Are we sorry?

I believe our thoughts can be summed up by the following quote from Shakespeare (William).

"If we shadows have offended,
Think but this and all is mended:
That you have but slumbered here
While these visions did appear
And this weak and idle theme,
No more yielding but a dream.



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face suffused with the dim splendors of the Transfiguration, his legs intertwined and his tongue a-cheek, the editor spills his will along the paper and cuts it off in lengths to suit. And at intervals from behind the veil of the temple is heard the voice of the foreman demanding three inches of wit and six lines of religious meditation or bidding him turn off the wisdom and whack up some pathos.

—Ambrose Bierce

"... if education in general and the university in particular failed to fulfill their earlier promise of centrality in society, in that they have proved to be relatively incapable of adequate responses to change, in what way can they be expected to fulfill a role as agents of change or catalysts — as initiators, facilitators if not actual designers of change? Moreover, how can they be expected to go further, that is, project alternative possible changes, adjusting rates or phasings of change as they go along and putting measurable or at least objectively judgeable values on such changes in terms of "progress" or in terms of betterment?"

David Cappon

The University as an intellectual community and a catalyst for change. Habitat V13, No. 4 1970.



When dealing in political terrorism come to our old, established firm. Above we have a picture of our competitors in action — note the amateur technique, the total disregard of the publicity angle, and the uncontrolled conditions of the setting.

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International Communist Conspiracy, Inc.

(Head offices in Moscow or Peking — take your pick)